



at Marshall University's  
June Harless Center

# West Virginia Phonics and Word Recognition Standards Companion

## **WVCCRS ELA II: oo Skill Set**

*This skill set provides examples for explicit teaching with educator modeling and guided practice. The skill set addresses key components that best support learners in cementing their learning and provides an opportunity for students to practice applying this skill in an authentic way. The activities each day build on the previous day's practice. The activities are designed to supplement phonics instruction in the classroom in a way that meets the needs of individual learners within a variety of instructional approaches. (Whole group, small group, intervention, etc.)*

*This skill set includes three weeks of suggested daily activities, word lists, word cards, and picture cards. The decodable reader suggested for use with the text and writing application sections can be found immediately following each week's activities. The total suggested time for each day is approximately thirty minutes.*

*Supporting documents such as an educator guide, suggested materials, and printable resources can be found [here](#) for preparation purposes. Please note that the activities and materials listed are suggestions. Both may be substituted for other activities and manipulatives found in your classroom.*

*The oo skill is first identified in West Virginia's College- and Career-Readiness Standard ELA.2.II under the Phonics and Word Recognition Cluster.*

## WVCCRS ELA II: oo Skill Set

### Suggested Activities: Set One

Section	Instructional Routine	Time
<b>Phonemic Awareness</b>	<b>Phoneme Addition:</b> Orally provide students with a focus skill word and ask students to add a sound at the beginning or end of the word. For example, you can say, “Add /k/ to the end of the word boo and the new word is?” Students should respond with “book.”	2
<b>Articulation</b>	<b>Mouth Formation Practice Activity:</b> Model the sound for the focus skill and describe the proper mouth formation. Students can then be given the opportunity to practice demonstrating proper mouth formation in their mirrors, working to replicate the mouth formation of the teacher as they orally produce the skill sound.	3
<b>Letter-Sound Correspondence</b>	<b>Letter Dice:</b> Create a letter dice with one letter on each side. For each turn, students should roll the dice and name the letter and sound that the dice lands on. Activity continues as time allows.	2
<b>Decoding and Encoding</b>	<b>Wand Words:</b> Write a focus skill word and ask students to point to the letters or letter groups in the word one at a time using their magic wand (this could be a pencil, crayon, finger, etc.). As students point to each letter or letter group, they should say the sounds they are pointing to aloud. Students can then blend sounds to say the whole word.	3
<b>Irregular and High Frequency Words</b>	<b>Read, Spell, Write, Find:</b> Show and read an irregular or high frequency word from this week’s list. With students, spell and write the word. Finally, provide students with this week’s decodable text. Students will highlight the new irregular or high frequency word as it appears.  Word List: brown, once, please	5
<b>Text Application</b>	<b>Highlighting Fun Activity:</b> Read decodable text aloud while students follow along using individually distributed copies of the decodable text. Students should be encouraged to notice and highlight skill words and high-frequency words within the text. Provide students the opportunity to share words found.	10
<b>Writing Application</b>	<b>Writing Spotlight:</b> Students will revisit the decodable text to write words that are highlighted.	10

*Note: When possible, students should be taught spelling patterns within high-frequency words, rather than being taught through memorization. Memorization of words should only be used if there are no identifiable spelling patterns within a word.*

<b>Section</b>	<b>Instructional Routine</b>	<b>Time</b>
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<b>Irregular and High Frequency Words</b>	<b>Sensory Words:</b> Students can be given the opportunity to practice writing high-frequency words in sensory materials. For example, students could write words in shaving cream, paint, sand, salt, etc.  Word List: brown, once, please	5
<b>Text Application</b>	<b>Independent Whisper Reading:</b> Observe as students independently read decodable text. Encourage students to track their reading during independent reading time.	10
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<b>Text Application</b>	<b>Echo Reading:</b> Echo read words identified from previous day. Then echo read decodable text with students using individually distributed copies of decodable. If time allows, facilitate a discussion of students’ understanding of the text.	10
<b>Writing Application</b>	<b>Guided Writing:</b> Choose a sentence that includes this week’s skill words and high-frequency words. Then dictate the sentence to the students and observe their writing.	10

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<b>Irregular and High Frequency Words</b>	<b>Word Building:</b> Students can work to build this week’s high-frequency words using educator-selected materials. For example, students could build words with playdough, magnet letters, toothpicks, blocks, Legos, popsicle sticks, etc.  Word List: brown, once, please	5
<b>Text Application</b>	<b>Choral Reading:</b> Chorally read decodable text with students using individually distributed copies of decodable. If time allows, facilitate a discussion of students’ understanding of the text.	10
<b>Writing Application</b>	<b>Guided Writing:</b> Choose a different sentence that includes this week’s skill words or high-frequency words. Then dictate the sentence to the students and observe their writing.	10

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<b>Text Application</b>	<b>Partner Reading:</b> Observe as students partner read decodable text. If time allows, facilitate a discussion of students’ understanding of the text.	10
<b>Writing Application</b>	<b>Independent Writing:</b> Use verbal prompts to guide students to write a sentence connected to the text. The sentence should include skill words or high-frequency words. If needed, a sentence frame can be used.  Example: Jay used _____.	10

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# A Clean Room

It was a hot June day and I wanted to do something fun. So after some eggs and toast, I asked my dad if we had any big plans for the day.

“No, Jay! Is there something that you would like to do?” asked dad.

“Yes!” I shouted, “can we please go to the zoo. It has been a long time since we have been there.”

“That sounds like a great plan! Once your room is clean, we can go,” he said.

I grabbed a broom and zoomed to my room. The floor was a huge mess and you could not see one speck of the brown, wood floor. I had stuff all over the place. I scooped up an arm full of toys and dumped them in their box.

I stood on the stool so that I could hang up my coat, pants, and shirts. I picked up all of my books and put them back on their case. I smoothed out my bed. I used the broom and swept up the dirt on of my floor. One last look around my room, and I knew that dad would take me to the zoo now.

# WVCCRS ELA II: oo Skill Set

## Suggested Activities: Set Two

Section	Instructional Routine	Time
<b>Phonemic Awareness</b>	<p><b>Phoneme Bead String Counting:</b> Model the process of isolating the phonemes in a word by moving one bead on a string, from one side of the string to the other, for each sound. Then guide students in isolating the phonemes within each word.</p> <p>Activity should use words from the list provided.</p>	2
<b>Articulation</b>	<p><b>Stand Up/Sit Down:</b> Using a list of focus skill words, direct students to stand up if they hear a word containing the skill word or stay seated if the word does not contain the skill sound. For additional practice, you may also have students repeat the word. For example, if working on the skill /qu/, you might say the word, “quin,” and students would stand up. You could then say the word “button,” and students would stay seated.</p>	3
<b>Letter-Sound Correspondence</b>	<p><b>Limbs and Letters:</b> Provide students with a letter sound. Students will attempt to make their body into the shape of the letter that matches the sound they heard. Follow up by asking, “What letter makes the ___ sound?”</p>	2
<b>Decoding and Encoding</b>	<p><b>Invisible Words:</b> Orally provide students with a focus skill word. The students can then write each letter of the word in the air with their finger, saying the corresponding letters aloud.</p>	3
<b>Irregular and High-Frequency Words</b>	<p><b>Read, Spell, Write, Find:</b> Show and read an irregular or high frequency word from this week’s list. With students, spell and write the word. Finally, provide students with this week’s decodable text. Students will highlight the new irregular or high frequency word as it appears.</p> <p>Word List: brown, once, please</p>	5
<b>Text Application</b>	<p><b>Highlighting Fun Activity:</b> Read decodable text aloud while students follow along using individually distributed copies of the decodable text. Students should be encouraged to notice and highlight skill words and high-frequency words within the text. Provide students the opportunity to share words found.</p>	10
<b>Writing Application</b>	<p><b>Writing Spotlight:</b> Students will revisit the decodable text to write words that are highlighted.</p>	10

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<b>Section</b>	<b>Instructional Routine</b>	<b>Time</b>
<b>Phonemic Awareness</b>	<p><b>Phoneme Bead String Counting:</b> Model the process of isolating the phonemes in a word by moving one bead on a string, from one side of the string to the other, for each sound. Then guide students in isolating the phonemes within each word.</p> <p>Activity should use words from the list provided.</p>	2
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<b>Irregular and High-Frequency Words</b>	<p><b>Sensory Words:</b> Students can be given the opportunity to practice writing high-frequency words in sensory materials. For example, students could write words in shaving cream, paint, sand, salt, etc.</p> <p>Word List: brown, once, please</p>	5
<b>Text Application</b>	<p><b>Independent Whisper Reading:</b> Observe as students independently read decodable text. Encourage students to track their reading during independent reading time.</p>	10
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<b>Decoding and Encoding</b>	<p><b>Invisible Words:</b> Orally provide students with a focus skill word. The students can then write each letter of the word in the air with their finger, saying the corresponding letters aloud.</p>	3
<b>Irregular and High-Frequency Words</b>	<p><b>Showdown:</b> You and your students can each have an individual set of high-frequency word cards. You can secretly select a word card and read it aloud. Students can find the matching word card from their set and hold it to their chest until it is time to showdown! (reveal)</p> <p>Word List: brown, once, please</p>	5
<b>Text Application</b>	<p><b>Choral Reading:</b> Chorally read decodable text with students using individually distributed copies of decodable. If time allows, facilitate a discussion of students’ understanding of the text.</p>	10
<b>Writing Application</b>	<p><b>Guided Writing:</b> Choose a different sentence that includes this week’s skill words or high-frequency words. Then dictate the sentence to the students and observe their writing.</p>	10

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<b>Text Application</b>	<p><b>Partner Reading:</b> Observe as students partner read decodable text. If time allows, facilitate a discussion of students’ understanding of the text.</p>	10
<b>Writing Application</b>	<p><b>Independent Writing:</b> Use verbal prompts to guide students to write a sentence connected to the text. The sentence should include skill words or high-frequency words. If needed, a sentence frame can be used.</p> <p>Example: The goat _____.</p>	10

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# At the Zoo

Once dad and I got to the zoo, we had to stand in line to get in. As we stood there, I felt a loose tooth in my mouth. I flicked it back and forth. Dad bought us each a pass and we went through the gates.

A man at the zoo, handed us a zoo map. We took a look at the map. It was hard to choose where to start. But we picked the path that went into the woods by the brook.

This path took us to the petting zoo part of the park. This was one of the best spots at the park, because you could pet goats, sheep, pigs, hens, and cows.

As soon as I went into the goat pen, a brown goat shook his head at me and raced over. He bleated as I scooped up a bit of grain from a cup that a girl at the door had handed me.

He seemed pleased as he licked the food from my hand. When there was no food left, the goat went to find more. I took the cup back to the girl by the door and left the pen.



## WVCCRS ELA II: oo Skill Set

### Suggested Activities: Set Three

Section	Instructional Routine	Time
<b>Phonemic Awareness</b>	<b>Phoneme Substitution:</b> Orally provide students with a focus skill word and ask students to switch a sound at the beginning or end of the word. For example, you can say, “In quit, switch /t/ to /p/ and the new word is?” Students should respond with “quip.”	2
<b>Articulation</b>	<b>Tic Tac Toe Activity:</b> Create a tic tac toe board with a different focus skill word picture on each square. Then provide the name of the picture. For a student to earn the square and put their mark in the spot, they must select the picture and correctly pronounce the skill word that describes the picture. The first student to get three in a row on the board wins. For example, if working on the skill short a, you could use the following pictures on the game board: cat, hat, cab, bag, jar, cat, man, rat, car.	3
<b>Letter-Sound Correspondence</b>	<b>Erase the Sound:</b> Draw a picture on a dry erase board. One at a time, ask students to erase something that begins with certain letters. For example, draw a picture of a snowman. Display the letter “H” and ask students to erase something that begins with the same letter sound (hat) or the letter “B” (buttons.) Continue until the entire picture is erased.	2
<b>Decoding and Encoding</b>	<b>Hear, Say, Write, Share:</b> Orally provide students with a focus skill word. Students can then repeat the word. Then, everyone, including you, can write the word. You can then show the students their written word, asking the students to correct any mistakes or errors in their written word.	3
<b>Irregular and High Frequency Words</b>	<b>Read, Spell, Write, Find:</b> Show and read an irregular or high frequency word from this week’s list. With students, spell and write the word. Finally, provide students with this week’s decodable text. Students will highlight the new irregular or high frequency word as it appears.  Word List: brown, once, please	5
<b>Text Application</b>	<b>Highlighting Fun Activity:</b> Read decodable text aloud while students follow along using individually distributed copies of the decodable text. Students should be encouraged to notice and highlight skill words and high-frequency words within the text. Provide students the opportunity to share words found.	10
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<b>Text Application</b>	<b>Independent Whisper Reading:</b> Observe as students independently read decodable text. Encourage students to track their reading during independent reading time.	10
<b>Writing Application</b>	<b>Writing Spotlight:</b> Students will revisit the decodable text to write words that are highlighted.	10

*Note: When possible, students should be taught spelling patterns within high-frequency words, rather than being taught through memorization. Memorization of words should only be used if there are no identifiable spelling patterns within a word.*

<b>Section</b>	<b>Instructional Routine</b>	<b>Time</b>
<b>Phonemic Awareness</b>	<b>Phoneme Substitution:</b> Orally provide students with a focus skill word and ask students to switch a sound at the beginning or end of the word. For example, you can say, “In quit, switch /t/ to /p/ and the new word is?” Students should respond with “quip.”	2
<b>Articulation</b>	<b>Tic Tac Toe Activity:</b> Create a tic tac toe board with a different focus skill word picture on each square. Then provide the name of the picture. For a student to earn the square and put their mark in the spot, they must select the picture and correctly pronounce the skill word that describes the picture. The first student to get three in a row on the board wins. For example, if working on the skill short a, you could use the following pictures on the game board: cat, hat, cab, bag, jar, cat, man, rat, car.	3
<b>Letter-Sound Correspondence</b>	<b>Erase the Sound:</b> Draw a picture on a dry erase board. One at a time, ask students to erase something that begins with certain letters. For example, draw a picture of a snowman. Display the letter “H” and ask students to erase something that begins with the same letter sound (hat) or the letter “B” (buttons.) Continue until the entire picture is erased.	2
<b>Decoding and Encoding</b>	<b>Hear, Say, Write, Share:</b> Orally provide students with a focus skill word. Students can then repeat the word. Then, everyone, including you, can write the word. You can then show the students their written word, asking the students to correct any mistakes or errors in their written word.	3
<b>Irregular and High Frequency Words</b>	<b>Sensory Words:</b> Students can be given the opportunity to practice writing high-frequency words in sensory materials. For example, students could write words in shaving cream, paint, sand, salt, etc.  Word List: brown, once, please	5
<b>Text Application</b>	<b>Echo Reading:</b> Echo read words identified from previous day. Then echo read decodable text with students using individually distributed copies of decodable. If time allows, facilitate a discussion of students’ understanding of the text.	10
<b>Writing Application</b>	<b>Guided Writing:</b> Choose a sentence that includes this week’s skill words and high-frequency words. Then dictate the sentence to the students and observe their writing.	10

*Note: When possible, students should be taught spelling patterns within high-frequency words, rather than being taught through memorization. Memorization of words should only be used if there are no identifiable spelling patterns within a word.*



<b>Section</b>	<b>Instructional Routine</b>	<b>Time</b>
<b>Phonemic Awareness</b>	<b>Phoneme Substitution:</b> Orally provide students with a focus skill word and ask students to switch a sound at the beginning or end of the word. For example, you can say, “In quit, switch /t/ to /p/ and the new word is?” Students should respond with “quip.”	2
<b>Articulation</b>	<b>Tic Tac Toe Activity:</b> Create a tic tac toe board with a different focus skill word picture on each square. Then provide the name of the picture. For a student to earn the square and put their mark in the spot, they must select the picture and correctly pronounce the skill word that describes the picture. The first student to get three in a row on the board wins. For example, if working on the skill short a, you could use the following pictures on the game board: cat, hat, cab, bag, jar, cat, man, rat, car.	3
<b>Letter-Sound Correspondence</b>	<b>Erase the Sound:</b> Draw a picture on a dry erase board. One at a time, ask students to erase something that begins with certain letters. For example, draw a picture of a snowman. Display the letter “H” and ask students to erase something that begins with the same letter sound (hat) or the letter “B” (buttons.) Continue until the entire picture is erased.	2
<b>Decoding and Encoding</b>	<b>Hear, Say, Write, Share:</b> Orally provide students with a focus skill word. Students can then repeat the word. Then, everyone, including you, can write the word. You can then show the students their written word, asking the students to correct any mistakes or errors in their written word.	3
<b>Irregular and High Frequency Words</b>	<b>Word Scramble:</b> Display a high-frequency word that is scrambled. Students can unscramble the word and write it on their white board.  Word List: brown, once, please	5
<b>Text Application</b>	<b>Choral Reading:</b> Chorally read decodable text with students using individually distributed copies of decodable. If time allows, facilitate a discussion of students’ understanding of the text.	10
<b>Writing Application</b>	<b>Guided Writing:</b> Choose a different sentence that includes this week’s skill words or high-frequency words. Then dictate the sentence to the students and observe their writing.	10

*Note: When possible, students should be taught spelling patterns within high-frequency words, rather than being taught through memorization. Memorization of words should only be used if there are no identifiable spelling patterns within a word.*

<b>Section</b>	<b>Instructional Routine</b>	<b>Time</b>
<b>Phonemic Awareness</b>	<b>Phoneme Substitution:</b> Orally provide students with a focus skill word and ask students to switch a sound at the beginning or end of the word. For example, you can say, “In quit, switch /t/ to /p/ and the new word is?” Students should respond with “quip.”	2
<b>Articulation</b>	<b>Tic Tac Toe Activity:</b> Create a tic tac toe board with a different focus skill word picture on each square. Then provide the name of the picture. For a student to earn the square and put their mark in the spot, they must select the picture and correctly pronounce the skill word that describes the picture. The first student to get three in a row on the board wins. For example, if working on the skill short a, you could use the following pictures on the game board: cat, hat, cab, bag, jar, cat, man, rat, car.	3
<b>Letter-Sound Correspondence</b>	<b>Erase the Sound:</b> Draw a picture on a dry erase board. One at a time, ask students to erase something that begins with certain letters. For example, draw a picture of a snowman. Display the letter “H” and ask students to erase something that begins with the same letter sound (hat) or the letter “B” (buttons.) Continue until the entire picture is erased.	2
<b>Decoding and Encoding</b>	<b>Hear, Say, Write, Share:</b> Orally provide students with a focus skill word. Students can then repeat the word. Then, everyone, including you, can write the word. You can then show the students their written word, asking the students to correct any mistakes or errors in their written word.	3
<b>Irregular and High Frequency Words</b>	<b>Word Scramble:</b> Display a high-frequency word that is scrambled. Students can unscramble the word and write it on their white board.  Word List: brown, once, please	5
<b>Text Application</b>	<b>Partner Reading</b> Observe as students partner read decodable text. If time allows, facilitate a discussion of students’ understanding of the text.	10
<b>Writing Application</b>	<b>Independent Writing:</b> Use verbal prompts to guide students to write a sentence connected to the text. The sentence should include skill words or high-frequency words. If needed, a sentence frame can be used.  Example: The plum _____.	10

*Note: When possible, students should be taught spelling patterns within high-frequency words, rather than being taught through memorization. Memorization of words should only be used if there are no identifiable spelling patterns within a word.*

# The Loose Tooth

We were at the sheep's barn at the zoo. The barn was cool, and the sheep munched on straw.

I bent down to feel the sheep's wool, when something bumped into me. Oomph! I fell and hit my lip on the fence. I was fine, but my tooth was not! It was very loose. I knew that it would come out soon!

We left the sheep's barn around noon and went to get some lunch. The food was quite good. Once I had wolfed down most of my lunch, we went to see the apes. I placed the plum from my lunch into my bag.

Along the way we spotted a brown bear and her cubs. They splashed in a pool. Their mom did not look pleased when one of the cubs splashed her.

We walked on, and I took out my plum for a snack. When I bit into the plum, I felt a pop. I looked down and there was my loose tooth in the plum. I gave it to my dad so that I would not lose it. It was a great day!

hook

took

wool

coop

zoo

boot



foot

loom

pool

brook

book

door



loon

moon

wood

moo

food

moor



broom

goose

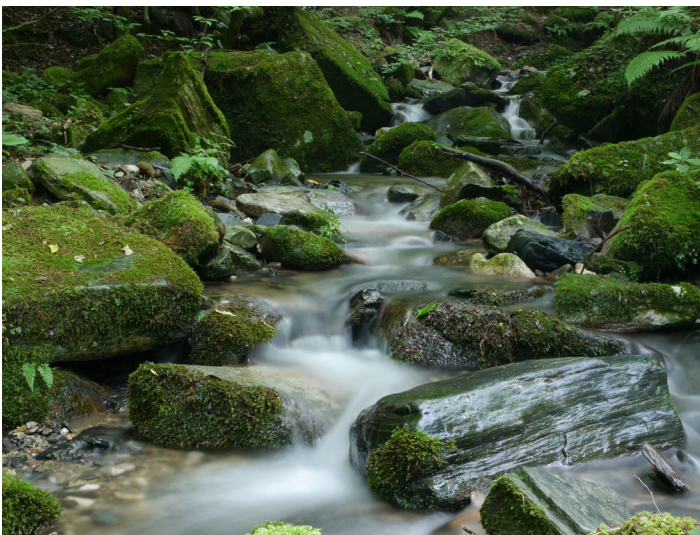
tooth

spool

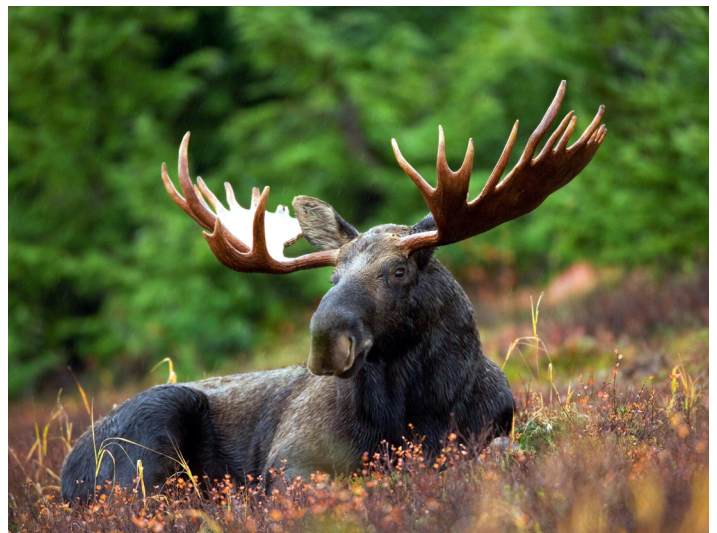
spoon

moose









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## Unpredictable Vowel Team oo Picture Card List

coop	moon
pool	loon
brook	goose
book	spoon
door	moose